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# *English Language Proficiency (ELP) Test Coordinator's Guide*

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A guide to assist ELP Test Coordinators in the supervision of the  
ELP Assessment



September 2014

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## Introduction

### Purpose of This Guide

This guide is a resource for ELP Test Coordinators that provides an overview of the steps necessary for fulfilling the responsibilities associated with the needs of Limited English Proficient (LEP) students. It includes the basic processes for identification and assessment of LEP students as well as related tasks for their implementation.

This guide will provide links to documents, web pages and other resources needed for ELP Programs & Assessment. However, it is not a test manual. Information concerning the contents of the ACCESS for ELLs and instruction for administering it is found in the *Test Administration Manual* at <http://www.wida.us/assessment/ACCESS/>.

### Introduction to the WIDA Consortium

Alaska is part of the WIDA Consortium, a group of 31 member states that supports academic language development for linguistically diverse students. WIDA, under the direction of the Wisconsin Center for Education Research (WCER), provides member states with the English language proficiency (ELP) Standards, the ACCESS for ELLs and the W-APT screener. WIDA is your resource for Identification and annual assessment of LEP students. It is also a resource for instructional practices, professional development and research. <http://www.wida.us/>

Wisconsin Center for Education Research (WCER)  
University of Wisconsin

World-Class Instructional Design & Assessment (WIDA)  
WIDA Consortium: System of Assessment

WIDA's System of Assessment: ELP Standards, ACCESS for ELLs Annual  
Assessment and Screener for Identification of LEP Pupils

MetriTech Inc., Scoring and Reporting of ACCESS for ELLs

## Quick Reference Guide for ELP Contacts and Technical Support

### Department of Education and Early Development (EED)

- EED's website for all ELL related materials  
<http://education.alaska.gov/tls/assessment/elp.html>
- English Language Proficiency (ELP) Program Manager  
Grace Gray  
Email – [grace.gray@alaska.gov](mailto:grace.gray@alaska.gov)  
Phone – 907-465-8432
- English Learners/Title III Program Manager  
Patricia Adkisson  
Email – [patricia.adkisson@alaska.gov](mailto:patricia.adkisson@alaska.gov)  
Phone – 907-465-2888
- *Guidance for Limited English Proficient (LEP) Student Identification, Assessment and Data Reporting*  
[https://education.alaska.gov/tls/assessment/elp/WIDA/Fall2011/LEPIdentificationGuidance\\_March2012.pdf](https://education.alaska.gov/tls/assessment/elp/WIDA/Fall2011/LEPIdentificationGuidance_March2012.pdf)

### WIDA Consortium contacts

- WIDA website for all ELP assessment materials, online trainings, and professional development <http://www.wida.us/>
- WIDA Help Desk – Contact for password retrieval for online training and other test-related questions  
Email – [help@wida.us](mailto:help@wida.us)  
Phone – 1-866-276-7735

### MetriTech, Inc. (WIDA subcontractor for scoring and reporting)

- MetriTech website – Information on score reporting, ordering, receiving and shipping of test materials  
[http://metritech.com/client\\_wida.aspx](http://metritech.com/client_wida.aspx)
- MetriTech Customer Support – usernames, passwords and other information  
Email – [mtinfo@metritech.com](mailto:mtinfo@metritech.com)  
Phone – 1-800-747-4868  
Fax – 1-217-398-5798

➤ NOTE: For enrollment and ordering you will need a username and password. These will be provided to ELP Test Coordinators via email from MetriTech or EED in early November.

## Timeline for ELP Test Coordinators 2014-15

Time Frame	Task/Event	Process	Resources
First 30 days of school year	Pre-Screen possible LEP students	Districts must have a pre-screening process in place to find potential LEP students. EED recommends that districts pre-screen with, at a minimum, the Parent Language Questionnaire (PLQ) found in the <i>Guidance for LEP Student Identification, Assessment, and Data Reporting</i> .	<b><i>Guidance for LEP Student Identification, Assessment, and Data Reporting</i></b> <a href="http://education.alaska.gov/tls/assessment/elp/WIDA/LEP_IdentificationGuidance_2014.pdf">http://education.alaska.gov/tls/assessment/elp/WIDA/LEP_IdentificationGuidance_2014.pdf</a>
Aug – Sept. & Periodically	<p>Webinar: LEP identification process:</p> <ul style="list-style-type: none"> <li>• Certify to administer the ELP screener (W-APT)</li> <li>• Administer to potential LEP students after pre-screening</li> <li>• Check new student status</li> </ul>	<p>Districts must use the state-approved screening assessment, the W-APT or the MODEL, to formally identify those students as LEP who are not proficient in one or more of the four domains of Listening, Speaking, Reading and Writing in English. The process for identification of kindergarten students differs from grades 1 – 12. Consult the <i>Guidance for LEP Student Identification, Assessment, and Data Reporting</i> for details.</p> <p>You can download and copy the W-APT screening tool at WIDA’s website free of charge. You must complete the online training at WIDA’s website before administering this screener. Your district has a specific username and password to access the online materials. Contact the WIDA help desk for your login.</p> <p>If your district has purchased the MODEL, this screener may be used in place of the W-APT. The MODEL can also serve as a benchmark tool.</p> <p>The ELP Test Coordinator must check with the school designated ELL leads periodically to check for new students who may potentially be LEP. <b>The sending district is responsible to transfer student records within 14 days</b> and must provide information about the identification of the student. Previously identified students do not have to be retested in the new district. <b>DO NOT USE THE ACCESS FOR ELLS FOR IDENTIFICATION!</b></p>	<p>W-APT screening tool and online training:  <a href="http://www.wida.us/assessment/w-apt/">http://www.wida.us/assessment/w-apt/</a></p> <p>MODEL: <a href="https://www.wceps.org/store/wida#2">https://www.wceps.org/store/wida#2</a></p> <p>Bilingual and LEP Forms:  <a href="http://education.alaska.gov/forms/home.cfm">http://education.alaska.gov/forms/home.cfm</a></p> <hr/> <p><b>Sept. 15 3:30 – 4:30</b>  <b>Webinar: New ELP Test Coordinator’s Guide and LEP Identification Guidance</b></p> <p>WIDA help desk: <a href="mailto:help@wida.us">help@wida.us</a>  WIDA phone: 1-866-276-7735</p> <p><a href="mailto:Grace.gray@alaska.gov">Grace.gray@alaska.gov</a> 907-465-8432</p>
Aug. – Sept.	Academic Language training module #1: <i>Introduction to using the WIDA CAN DO Descriptors to teach academic language.</i>	This training module is intended for ELL teachers and general education teachers who want an introduction to the WIDA CAN-DO Descriptors to use for instructional purposes for ELLs. The focus will be on teaching academic language and can be used for all students. Please share this information with teachers.	<b>PowerPoint module available mid-September</b> <b>Academic Language</b> training module #1: Introduction using the WIDA Can Do Descriptors to teach academic language. <a href="http://education.alaska.gov/elearning/">http://education.alaska.gov/elearning/</a>

Time Frame	Task/Event	Process	Resources
Aug.	Distribute ELP assessment reports	Distribute hard copy ACCESS for ELLs teacher and parent reports to teachers if this was not done in June 2014. Teachers should review the reports and send parent reports out as soon as possible.  Teachers should share ACCESS results with general education teachers for instructional purposes. Call MetriTech with any questions.	MetriTech sends the following hard copy reports to districts in June: Teacher reports (individual student reports) Parent reports Student Roster District Frequency report <b>MetriTech 1-800-747-4868</b>
Aug. – Sept. 3	<b>Test Security Agreements DTCs/ELP TCs/TAs</b>	<b>Send DTC and ELP Test Coordinator TSAs to EED – Deadline is Sept. 3</b>  Keep other district TSAs on file in your office.	EED Forms: <a href="http://education.alaska.gov/forms/home.cfm">http://education.alaska.gov/forms/home.cfm</a> Fax to EED: 907-465-8400 <a href="mailto:Kari.quinto@alaska.gov">Kari.quinto@alaska.gov</a> 907-465-8436
Aug. – Sept. 30	Submit application waiver to EED for early testing	Approved districts may begin ELP testing as early as Jan. 20, 2015 but must end by Tuesday, March 31, 2015. Required with the application: A district calendar with all testing dates, a paragraph to support the need for additional testing time, and the superintendent's signature.	<b>Deadline is Sept. 30.</b> Early Testing Application Waiver: <a href="http://education.alaska.gov/forms/home.cfm">http://education.alaska.gov/forms/home.cfm</a> Fax: 907-465-8400
Aug. 26 – Sept. 17	Workshop Registration: <i>WIDA Data Analysis Workshop</i>	EED will send ELP Test Coordinators a registration form and description for the Data Analysis workshop to be conducted by WIDA staff. The workshop will take place in Anchorage at the Hilton Hotel downtown. Goal: this two-day workshop is focused on a data analysis process that will be applied to district ACCESS for ELLs data. It is designed as a programmatic action plan for districts and individual sites. The workshop will take on Oct. 8 – 9 at the Hilton Hotel in Anchorage.	<b>Deadline for registration is Sept. 17</b> <a href="http://www.wida.us/ProfessionalDev/workshops/assessmentWorkshops.aspx">http://www.wida.us/ProfessionalDev/workshops/assessmentWorkshops.aspx</a>  <a href="mailto:Leyla.goudie@alaska.gov">Leyla.goudie@alaska.gov</a> 907-465-8433 Fax: 907-465-8400
Sept. 15 3:30 – 4:30	Webinar: New! <i>ELP Test Coordinator's Guide</i> and Identification of LEP students	EED will share the new <i>ELP Test Coordinator's Guide</i> and then focus on the process for identification of LEP students. This document is designed to support new ELP Test Coordinators. All ELP Test Coordinators are invited to attend.	Call-in information will be sent prior to webinar  <a href="mailto:Pattie.adkisson@alaska.gov">Pattie.adkisson@alaska.gov</a> <a href="mailto:Grace.gray@alaska.gov">Grace.gray@alaska.gov</a>
Sept. 22 – 11/24	<i>New Participation Guidelines</i> public comment period	Districts will have an opportunity to comment on the draft of the <b>Participation Guidelines for Alaska Students in State Academic Assessments</b> . This document will address accommodations and accessibility features/tools for the new computer-based assessments	<a href="http://education.alaska.gov/regs/comment.cfm">http://education.alaska.gov/regs/comment.cfm</a>  <a href="mailto:grace.gray@alaska.gov">grace.gray@alaska.gov</a>

Time Frame	Task/Event	Process	Resources
Sept. 29 3:30 – 5:00	<b>Webinar:</b> <b>New Participation Guidelines</b>	EED will provide a training and PowerPoint webinar on accommodations and accessibility features for ELL students and for students with disabilities for the new computer-based assessments. The webinar will be recorded and posted at EED's website.	<b>Additional Resource Coming Soon:</b> Participation Guidelines – webinar Sept. 29 <a href="http://education.alaska.gov/tls/assessment/accommodations.html">http://education.alaska.gov/tls/assessment/accommodations.html</a>
Oct. 1 - 27	Workshop Registration: <i>ELD Standards in Action: Collaboration Workshop</i>	EED will send ELP Test Coordinators a registration form and description for this workshop to be conducted by WIDA staff. Goal: this two-day workshop provides an overview of collaborative methods and models for planning, instruction, and assessment of ELLs using the WIDA ELD Standards. It is designed for teams, teacher pairs, or instructional coaches. The workshop will take place Nov. 17 – 18 at the Hilton Hotel in Anchorage.	<b>Deadline for registration is Oct. 27</b>  <a href="mailto:Leyla.goudie@alaska.gov">Leyla.goudie@alaska.gov</a> 907-465-8433 Fax: 907-465-8400
Oct. 2 & 3*	Audio Conference Q & A: Data analysis workshop prep	This webinar will be available to participants of the <i>Data Analysis Workshop</i> who would like background information on how to work with the ELP data file in Excel. WIDA will share a Youtube video and host an audio conference the following day.	<b>*tentative dates</b> Oct. 2 – Youtube video Oct. 3 – Q&A with WIDA
Oct. 8 - 9	<b>Data Analysis Workshop</b>	For district or school-level teams. The goal of this two-day training is to foster a collaborative environment for data-informed decision-making around language proficiency and language development, according to the WIDA Standards framework. Participants will be introduced to a data analysis process and will apply this process to a particular set of data.	<a href="http://wida.us/ProfessionalDev/workshops/dataAnalysis/dataSchoolDistrict.aspx">http://wida.us/ProfessionalDev/workshops/dataAnalysis/dataSchoolDistrict.aspx</a>
Nov.	Academic Language training module #2: <i>Using the WIDA CAN DO descriptors and MPIs to teach academic language</i>	This training module builds on module #1 and is intended for ELL teachers and general education teachers. The focus will be on teaching academic language through the use of supports for differentiating instruction for ELLs.	<b>PowerPoint module available early November</b> <b>Academic Language</b> training module #2: Webinar will be recorded and posted: <a href="http://education.alaska.gov/elearning/">http://education.alaska.gov/elearning/</a>
Nov. 7	Collect and review enrollment counts of LEP students for <i>Fall OASIS 2014</i> reporting	Districts must submit a complete set of data elements defined in the <i>Fall 2014 OASIS Handbook</i> for any student enrolled at any point during the 20-day count period. Student identifying information along with ethnicity is required. ELP Test Coordinators may need to work with data reporting personnel in their districts to provide this information to EED.	OASIS Project/Handbook: <a href="http://education.alaska.gov/forms/home.cfm">http://education.alaska.gov/forms/home.cfm</a>
Nov. 5*	MetriTech will send email re: details for enrollment	MT will send districts their usernames and passwords for enrollment at MT's website. This is what you will use to order test materials for your districts on Nov. 7 – Dec. 3.	*tentative date <a href="https://www.metritech.com/client_area.aspx">https://www.metritech.com/client_area.aspx</a> MetriTech 1-800-747-4868



Time Frame	Task/Event	Process	Resources
Nov. 6*	MetriTech audio conference - enrollment procedures*	MT or EED will provide an audio conference to cover the details of ordering test materials online.	*Tentative date
Nov. – Dec.	Conduct district ACCESS test administrator (TA) training & schedule and distribute to TAs	It is strongly recommended that DTCs or ELP Test Coordinators create or receive a schedule for test administrator (TA) training and certification from each test site. ELP TCs must track progress of certification using the online system. Districts must keep a copy of the certificates at the district office. <b>TAs must be certified annually.</b>	See WIDA ACCESS for ELLs Training Toolkit at: <a href="http://www.wida.us/assessment/ACCESS/">http://www.wida.us/assessment/ACCESS/</a>  WIDA Download Library for all webinars and trainings: <a href="http://www.wida.us/downloadLibrary.aspx">http://www.wida.us/downloadLibrary.aspx</a>
		<ul style="list-style-type: none"> <li>✓ Provide basic training. (Be sure to login into the WIDA website, personalize and use provided Power Points for train the trainer use.)</li> <li>✓ Provide TAs logins for online certification</li> <li>✓ Set timelines for certification to be complete</li> <li>✓ Determine and assist with scheduling testing windows for test administration</li> <li>✓ Determine who will create student rosters for testing</li> </ul>	
Nov. 7 – Dec.3	Enrollment window for ACCESS materials	Do NOT pad/inflate numbers, order exactly what is needed. 10% overage will be added to your order. Districts may be charged a fee for too many unused test booklets. After December 3 <sup>rd</sup> , districts may submit an additional materials order. (No Pre-ID labels available for additional orders.)	<a href="https://www.metritech.com/default.aspx">https://www.metritech.com/default.aspx</a>  MetriTech Customer Support: 1-800-747-4868 <a href="mailto:Mtinfo@metritech.com">Mtinfo@metritech.com</a>
Nov. – Jan.	ACCESS & Alternate ACCESS training	Test administrators for the ACCESS and Alternate ACCESS for ELLs MUST complete the online training and become certified to administer the assessment. The Alternate ACCESS is for ELL students who have IEPs under the category of Significant Cognitive Impairment. An Alaska specific webinar and online training are available on WIDA's website.	<a href="http://www.wida.us/assessment/ACCESS/">http://www.wida.us/assessment/ACCESS/</a> You will need a username and password to access the trainings located in the 'Training Toolkit'. <b>Call WIDA at 1-866-276-7735</b> <a href="http://www.wida.us/assessment/alternateaccess">http://www.wida.us/assessment/alternateaccess</a>
ongoing	ELP Test Coordinators should communicate with school leads on new students who may be ELLs	Districts are required to send student paperwork and information to new schools within 14 days.	
Nov. 17 - 18	<b>ELD Standards in Action: Collaboration Workshop</b>	This workshop will take place in Anchorage at the Hilton Hotel downtown. Goal: this two-day workshop provides an overview of collaborative methods and models for planning, instruction, and assessment of ELLs using the WIDA ELD Standards. It is designed for teams, teacher pairs, or instructional coaches.	<a href="http://www.wida.us/ProfessionalDev/workshops/Standards/ELDcollaboration.aspx">http://www.wida.us/ProfessionalDev/workshops/Standards/ELDcollaboration.aspx</a>  <a href="mailto:Leyla.goudie@alaska.gov">Leyla.goudie@alaska.gov</a> 907-465-8433

Time Frame	Task/Event	Process	Resources
December 3	Pre-ID Labels order: EED will submit Pre-ID label orders for districts	Pre-ID orders will be generated from Fall OASIS 2014 by EED and sent to MetriTech on behalf of districts.	
Dec. 4 - March 14	Additional ACCESS materials ordering window opens	Window open until March 14, 2015	<a href="https://www.metritech.com/default.aspx">https://www.metritech.com/default.aspx</a>
Jan. 3	Goldenrod: Special instructions for Alaska	The Goldenrod form contains special instructions for Alaska for bubbling information in test booklets for students <b>without</b> pre-id labels. In addition, each <i>Test Administration Manual</i> (TAM) from MetriTech will contain a copy of this important document.	Document coming in November <a href="http://education.alaska.gov/tls/assessment/elp.html">http://education.alaska.gov/tls/assessment/elp.html</a>
Jan. 8 - 10	Receive ACCESS test materials from MetriTech for EARLY test window	Districts MUST verify shipment of materials and keep secure at all times. Use enclosed forms to do this. Package for distribution to schools. <b>Every test item must be accounted for when receiving and returning test materials.</b>	MetriTech Customer Support: 1-800-747-4868 <a href="mailto:Mtinfo@metritech.com">Mtinfo@metritech.com</a>
Jan. 10	Distribute ACCESS materials to schools for EARLY testing	Districts who are approved to begin testing early (Jan. 20) must receive test materials early from the district office.	
Jan. 19	<b>EARLY</b> test window opens	<b>Only districts that are pre-approved may begin ELP testing early. Testing MUST be completed by March 31, 2015</b>	
Jan. 20 - 24	Distribute testing materials for regular testing window - Feb. 1	ELP Test Coordinators must send schools testing materials – along with testing schedule (if one was created at the district level) Each TAM will contain a copy of the Goldenrod document.	
Jan.	Create make-up window for testing	Testing MUST be complete by March 31, 2015. Make sure schools have at least 2 weeks to test students who were absent during scheduled testing. This is usually done at the end of March. Be sure to check for new students to the district who may be LEP. DO NOT USE THE ACCESS FOR ELLS FOR IDENTIFICATION OF NEW STUDENTS!	
Feb. 1	ACCESS test window opens (regular testing window)	<b>ACCESS for ELLs test window: Feb. 1 – March 31, 2015</b>	<b>DO NOT USE THE ACCESS FOR ELLS FOR IDENTIFICATION! YOU MUST USE THE W-APT OR THE MODEL FOR IDENTIFICATION!</b>
March 14	MetriTech ordering additional materials closes	Last day to order additional test materials	<a href="https://www.metritech.com/default.aspx">https://www.metritech.com/default.aspx</a>
March 27	Start date to return ACCESS materials to MetriTech	Districts are encouraged to send materials earlier, if testing is complete. <b>Send all materials at one time.</b> Return <b>all</b> testing materials, including manuals.	
March 31	<b>ACCESS test window closes</b>	<b>Track, inventory and follow MT packaging and return process.</b>	<b>MetriTech Customer Support: 1-800-747-4868</b>

Time Frame	Task/Event	Process	Resources
April 1-3	Deadline for schools to send ACCESS materials to District	Schools are encouraged to return test materials to the district office earlier if testing is completed – especially remote areas.	
April 5 - 9	ELP Test Coordinators return test materials to MetriTech	Return ACCESS materials to MT. (Arrival of ACCESS reports and data file availability is dependent on <b>all</b> AK districts adhering to MT's timeline. <b>All materials MUST be received by MT by April 18<sup>th</sup>.</b>	
April 17	MetriTech <b>receives</b> ALL materials from districts	<b>MT MUST receive ALL districts' testing materials by Friday, April 18 in order to provide ACCESS reports and data file on time.</b>	
June 2 - 6	District Data Validation Window	MT will let districts know when the data file will be available to download. A username and password will be provided by MT. Districts have 1 week to inform MT of any errors in the data file.	<b>MetriTech Customer support: 1-800-747-4868</b> <a href="https://www.metritech.com/">https://www.metritech.com/</a> <a href="mailto:Grace.gray@alaska.gov">Grace.gray@alaska.gov</a>
June 9 - 11	MetriTech will post the final ELP data file	Districts should download this file to use for Summer OASIS. MT will use the final data file to generate hard-copy reports to be sent to districts. (Dates are dependent on districts returning test materials to MT on time.)	
June 15 - 16	MetriTech ships reports to districts	MT ships within this window, providing all district materials were received by by April 18 <sup>th</sup> . Dates are dependent on all districts getting materials to MT on time.	
June – August	Districts mail out ACCESS hard copy test reports to schools	It is recommended that reports be sent to schools when teachers return from summer break.	



### Data Analysis Workshop: Focus on Schools and Districts

October 8 – 9, 2014

Anchorage Hilton Hotel

#### Description

The goal of the two-day data analysis workshop is to foster a collaborative environment for data-informed decision making around language proficiency and language development as it relates to the WIDA Standards Framework to support the academic success of English language learners.

Participants will be introduced to a data analysis process and will apply this process to a particular set of data. This workshop is designed for teachers and program administrators who wish to gain more experience analyzing language data for classroom decision-making.

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### ELD Standards in Action: Collaboration Workshop

November 17 – 18, 2014

Anchorage Hilton Hotel

TWO ARE BETTER THAN ONE: COLLABORATING TO SUPPORT ELLS WITHIN THE WIDA English Language Development (ELD) Standards FRAMEWORK

#### Description

This workshop is designed for elementary/secondary school teams of general education and ESL/Bilingual teachers. In the two days of this collaboration workshop, participants will work towards the goal of developing their own local plan of collaboration around the needs of English Language Learners (ELLs) within the framework of both Alaska State Standards and WIDA English Language Development (ELD) Standards. Special emphasis will be on the 2012 amplified ELD Standards. School teams will explore ways to work together to utilize WIDA tools such as the CAN DO descriptors; create language targets merging language with content goals and objectives; and develop formats for ELs at varying proficiency levels. Key to this process will be opportunities to engage in collegial discussions and collaborative learning approaches as a model for instructional delivery to their ELs.

EED will pay for one representative from each district to participate in these trainings. Contact EED if you wish to request additional participants from your district. For more information and registration forms contact Matt DeLabruere.

WIDA Workshop Questions—Grace Gray, 465-8432, [grace.gray@alaska.gov](mailto:grace.gray@alaska.gov)  
Reimbursement Questions—Matt DeLabruere, [matt.delabruere@alaska.gov](mailto:matt.delabruere@alaska.gov)

## WIDA Assessments - Online Trainings

- ACCESS for ELLs Assessment online training
- Alternate ACCESS for ELLs Assessment online training
- W-APT - LEP screener online training
- MODEL - WIDA LEP screener online training

<http://www.wida.us/assessment/>

## WIDA Resources

- ELD Standards
- Can Do Descriptors
- Research Reports and presentations
- Resources/Bulletins
- Alaska and other states webinars

<http://www.wida.us/downloadLibrary.aspx>

## EED Webinars

Teaching Academic Language to ELLs Using the WIDA Can Do Descriptors

<http://education.alaska.gov/tls/assessment/elp.html>

## EED Webinars with WIDA

ELD Standards Part I & II

Interpreting ACCESS for ELLs Score Reports

Alaska Alternate Access Administration

<http://www.wida.us/downloadLibrary.aspx>

# Identification of Potential LEP Students

## Initial Identification of Limited English Proficient Students (LEP)

### Identification Assessment Required for LEP students

[Alaska regulation 4 AAC 34.055(a)]

Each school district that enrolls limited English proficient (LEP) pupils shall administer a state-approved assessment for identification of English language proficiency to all pupils who may be LEP pupils but have not been identified as LEP pupils. The district is responsible for taking appropriate steps to develop LEP pupils' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards.

Federal and state statutes require all districts to identify limited English proficient students and provide resources and services to assist those students in developing their English language skills and to provide them meaningful participation in the school district's academic program to enable these students to meet the same academic standards and content that all students are expected to meet.

**Districts must develop a pre-screening process to find potential LEP students**, use a state-approved ELP screening assessment to determine their level of English language proficiency, and formally identify those students as LEP who are not proficient in one or more of the four domains of listening, speaking, reading, and writing in English.

### Definition of Limited English Proficient Student

[Section 9101 (25 & 30) of NCLB and Alaska Regulation 4 AAC 34.090(2)]

The term "limited English proficient", when used with respect to an individual, means an individual –

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
  - (i) an individual not born in the United States or whose native language is a language other than English;
  - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and
- D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
  - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
  - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

**This section contains basic information on identification of LEP students. Consult the *Guidance for Limited English Proficient Students* for details on the Identification process for potential LEP students at**

**[http://education.alaska.gov/tls/assessment/elp/WIDA/LEP\\_IdentificationGuidance\\_2014.pdf](http://education.alaska.gov/tls/assessment/elp/WIDA/LEP_IdentificationGuidance_2014.pdf).**

## Pre-Screening and Identification for LEP Students

A uniform initial identification procedure must be used with all students enrolling in a district. The recommended procedure to identify LEP/ELL students for language instruction educational programs is based on the following steps:

### Step 1. Pre-Screening Process: Home Language Survey

A *Home Language Survey* is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English.

The *Home Language Survey* is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

**Note:** Having another language spoken in the home or routinely used in other settings is *not* an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.

### Step 2. Preliminary Evaluation: Academic History

The student's academic history should be thoroughly assessed including:

- Academic records from within or outside the United States
- Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance

An academic assessment may be administered to support educator judgment (e.g., locally developed, commercially available assessments, and/or reading inventories).

### Step 3. Screener Evaluation for Instructional Placement

Once a district has determined that a student meets the criteria necessary for additional assessment of English skills, they must administer one of the state-approved ELP screening assessments (either the W-APT or the MODEL) to determine if the second part of the definition of an LEP student is met.

In summary, the screener serves to identify LEP students and assists in placement of appropriate language instruction educational programs. In addition, screener scores provide an initial tier/level placement on the annual ELP assessment, *ACCESS for ELLs*®. Finally, the ELP level determined on the screener identifies students as ELLs in student enrollment systems.

### **Transfer of Student Records**

[Excerpt from the *Student Data Reporting Manual*, adopted by reference in regulation 4 AAC 06.120(a)(4)]. Within 14 days after enrolling a child as a transfer student in an elementary or secondary school, the school or school district shall request directly from the child's previous school a certified copy of the child's record. An Alaska elementary or secondary school or a school district in this state requested to forward a copy of a transferring child's record to another **school shall comply with the request within 10 days after receiving the request** unless the record has been flagged by the Department of Public Safety due to a child's disappearance.

## Screening Tools for Identification of Potential LEP Students

### W-APT: WIDA ACCESS Placement Test

The *WIDA-ACCESS Placement Test™* (W-APT) has been approved by EED as the "screener" for determining whether a potential LEP student is in fact identified as an LEP student. The W-APT score should be used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

The W-APT test forms and administration manuals (PDF files) are available to all WIDA Consortium member states at no additional cost. You must enter your district's W-APT username and password to view or print these files. Please contact your ELP Test Coordinator to receive your login information. Districts may also order a blackline master of the W-APT for a minimal cost through the WIDA Help Desk at [help@wida.us](mailto:help@wida.us) or call WIDA toll free at 1-866-276-7735.

### MODEL: Measure of Developing English Language

Alternatively, the state has also approved the use of the Measure of Developing English Language (MODEL)™ which districts may choose to purchase from WIDA to use as the screening tool. All potential LEP students must be screened for placement through use of either the W-APT or the MODEL.

The WIDA MODEL™ kits are available for purchase online at <http://www.wida.us/store/index.aspx>. The W-APT and MODEL should be administered at the student's current grade level: it is not necessary to grade-level adjust as described in the WIDA manuals. The results of the W-APT or MODEL identification assessment will indicate the level of the student's proficiency in each domain and will guide the appropriate program placement.

Training for the administration of the W-APT or the MODEL is required prior to implementing the assessment. Training is available online at <http://www.wida.us/assessment/>. You must enter your district's W-APT username and password to view the webinars and download the manuals.

Refer to the tables for timing of administration of the screener assessments and for the scores required to determine eligibility for LEP status in the *Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting* at <http://education.alaska.gov/tls/assessment/elp.html>. Consult the flowcharts in the Appendix for a visual representation of the identification process.

**Note: The process for LEP identification of entering kindergarten students is different from grades 1 – 12. Consult the *Guidance for Limited English Proficient Students* for details on the Identification process for potential LEP students**  
**at:** [http://education.alaska.gov/tls/assessment/elp/WIDA/LEP\\_IdentificationGuidance\\_2014.pdf](http://education.alaska.gov/tls/assessment/elp/WIDA/LEP_IdentificationGuidance_2014.pdf).



## The ACCESS for ELLs Summative Assessment

[Alaska regulation 4 AAC 04.155]

The commissioner will approve an English language proficiency assessment that tests an LEP pupil's proficiency under the English language proficiency standards adopted by reference in 4 AAC 04.155. A district shall annually administer, between **February 1 and March 31 of each school year**, the state-approved assessment of English language proficiency to all pupils who have been identified as LEP pupils. 4 AAC 34.055 (c).

The ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is Alaska's English language proficiency assessment (ELP). This is a secure, large-scale assessment given to kindergarten through 12<sup>th</sup> graders who have been identified as English language learners (ELLs). The ACCESS for ELLs assessment was developed from the WIDA ELP Standards and is administered annually to monitor students' progress in acquiring academic English.

### ACCESS for ELLs

As a member of the WIDA Consortium, Alaska administers the WIDA ACCESS for ELLs assessment to annually assess the progress and proficiency levels of identified limited English proficient (LEP) students in grades kindergarten through 12.

The ACCESS:

- Exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements.
- Generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on the state academic content tests without accommodations.
- Provides districts with information that will aid in evaluating the effectiveness of the ESL/bilingual programs.
- Provides information that can be used to enhance instruction and learning for ELLs.

The ACCESS for ELLs assessment items were developed from the 2007 WIDA English Language Proficiency Standards, adopted by Alaska in 2011. WIDA now has available the 2012 Amplification of the English language development (ELD) Standards. Test items were written from the model performance indicators of WIDA's five English language proficiency standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies.

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language: Listening, Speaking, Reading and Writing. Grades 1 – 12 Listening, Reading and Writing domains are group administered by grade cluster and Tier. For grades 1 – 12, the Speaking domain is individually administered by grade cluster and Tier. The Kindergarten test is individually administered and scored locally. There are no Tiers for kindergarten. Consult the *Test Administration Manual* for details on administering this assessment at: <http://www.wida.us/assessment/ACCESS/>.

ACCESS test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1 – 2
- Grades 3 – 5
- Grades 6 – 8
- Grades 9 – 12

Each grade-level cluster consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). The Kindergarten test does not have Tiers.

## Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 - 12 who are formally identified as Limited English Proficient (LEP) and have significant cognitive disabilities that prevent their meaningful participation in the regular ACCESS for ELLs assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities.

### Alternate Language Proficiency Levels

The Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1. Students taking the Alternate ACCESS cannot show English proficiency and exit LEP status as this assessment only measure English skills through proficiency level 3. (see *Exiting LEP Status* on page 21).

### Alternate Model Performance Indicators (AMPis)

The test is based on Alternate Model Performance Indicators (AMPis), which provide expectations of what students should be able to process and produce at a given Alternate ELP level. To accommodate the three Alternate ELP levels (i.e., Initiating, Exploring, Engaging), AMPis were developed for each language domain, standard, and grade-level cluster.

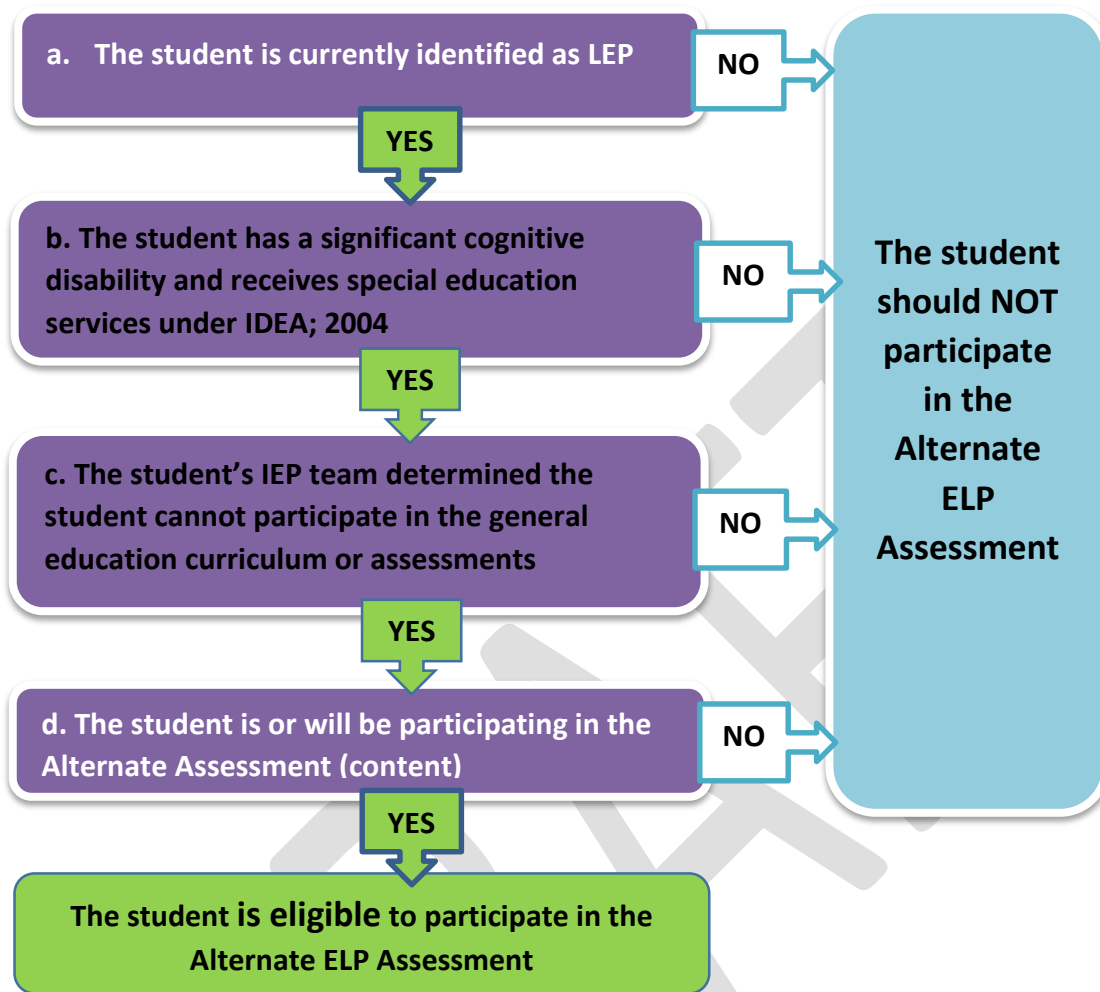
### English Language Development Standards

Test items are written from AMPis and MPis from four of WIDA's ELD standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science

Each test form in the Alternate ELP test assesses the four language domains of Listening, Speaking, Reading, and Writing. Test forms are divided into the following grade-level clusters: 1 – 2, 3 – 5, 6 – 8 and 9 – 12.

## Alternate ACCESS Participation Criteria



For a detailed list of criteria for participation for the Alternate ACCESS for ELLs, consult the *Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting* at EED's website at <http://education.alaska.gov/tls/assessment/elp.html>.

## Preparation for Administration of ACCESS for ELLs & Alternate ACCESS

### ACCESS Training

All test administrators must be certified annually to administer the ACCESS for ELLs assessment. ELP Test Coordinators are responsible for ensuring that all test administrators are certified and have signed a Test Security Agreement (TSA) prior to test administration. ELP Test Coordinators can monitor the progress of training certification results via the online course by clicking on “My Quizzes” followed by the “District View” tab. Contact the WIDA Help Desk for a username and password at [help@wida.us](mailto:help@wida.us).

A district may focus training on Speaking and Kindergarten certification and/or Speaking and grades 1 – 12 certification, depending on the district’s needs.

### ACCESS Test Security Agreements

Security agreements for test administrators must be collected and stored at the district level. Each year an agreement is required for all test administrators and the ELP Test Coordinator. Only the ELP Test Coordinator’s security agreement is faxed to EED. Test security agreements can be found at EED’s website at <http://education.alaska.gov/forms/home.cfm>.

**By signing the Test Security Agreement test administrators agree to keep All ACCESS for ELLs materials and answer documents secure at all times – before, during and after testing.** A count and inventory sheet must be kept by the ELP Test Coordinator to track all materials to and from MetriTech.

Teachers, test administrators, or other testing personnel may not read test items unless it is specifically required to provide a documented accommodation to an individual or student group. Carefully review the *WIDA Test Administration Manual* at WIDA’s website at <http://www.wida.us/assessment/ACCESS/>.

### Pre-ID Labels for ACCESS for ELLs

The Department of Education and Early Development (EED) will submit a Pre-ID ELP data file to MetriTech from the Fall OASIS Data Report on December 3, 2014. This report is completed by your district and submitted to EED in November each year. For a copy of the *Fall 2014 OASIS Data Handbook for Schools and Districts*, go to <http://education.alaska.gov/forms/oasis/05-15-013.pdf>. It is the district’s decision as to who will submit the OASIS file to EED. Based on the student data in that file, EED will create a student demographic ELP data file and submit that to MetriTech, WIDA’s test publisher, to create student labels for test booklets. This eliminates the need for districts to bubble in all student information into each test booklet. Students who do not have pre-id labels will need to have their demographic information bubbled in by district personnel.

**Note: Special testing instructions for Alaska districts will be a goldenrod page placed inside the Test Administration Manual from MetriTech.**

## Enrollment for ACCESS for ELLs

District ELP Test Coordinators can obtain test materials by submitting an enrollment order online through MetriTech at <https://www.metritech.com/splash.aspx>. Do not pad orders: orders must be based on the number and grade level of LEP students submitted to the state in the Fall OASIS file. Students identified as LEP in the Fall OASIS file will have a pre-printed test label sent to the district. You must enter your district's username and password to view and post your enrollment order. MetriTech will send an email to the ELP Test Coordinator each year with a new username and password. Contact MetriTech directly at [mtinfo@metritech.com](mailto:mtinfo@metritech.com) if you did not receive the email or if the username and password was lost. The enrollment window is open from November 7 – December 3, 2014.

You may request additional materials up to two weeks before the test window closes. Consolidate additional materials requests from schools and place an order. Test material handling information can be found in the *ACCESS for ELLs Test Administration Manual* at WIDA's website at <http://www.wida.us/assessment/ACCESS/>.

## Test Window Scheduling Parameters

The test administration window is scheduled annually February 1 through March 31. Specific statewide testing days are not designated. However, each district should designate district-wide test dates for the ELP assessment. These dates must include make up opportunities for students who are absent.

The sections of the ACCESS for ELLs, grades 1 – 12, test may be administered in any order; however, districts are encouraged to administer the assessment in the following sequence: Listening/Reading, followed by Writing and then Speaking. The ACCESS for ELLs Kindergarten test is adaptive and **MUST** be administered in the order presented in the *Kindergarten Test Administration Manual*: <http://www.wida.us/assessment/ACCESS/>.

Note: All test materials are secure and must be inventoried and sent back to MetriTech at the close of the testing window.

## Distribution of Test Materials for ACCESS

MetriTech will send testing materials to the ELP Test Coordinator in mid-January. They will be packaged by school if districts have 10 or more schools, except for district overage materials. **It is imperative that the ELP Test Coordinator inventory the test materials received using the serial numbers on the Packing List and immediately report any discrepancies to MetriTech at 1-800-747-4868.**

Box 1 contains the necessary paperwork for the district and schools. A testing schedule with procedures and deadlines is provided in your district bag. The goldenrod sheet is located in the *District and School Test Administration Manual*. The packing list and security checklist may be loose in the top of Box 1. Arrange for the distribution and return of test materials for each school. The ELP Test Coordinator must keep the packing list and the master materials list for tracking materials. **School Test Coordinators must use the Security Checklist to sign materials in and out and for return to the ELP Test Coordinator.**

You may transfer secure materials assigned to one school to another school within your district. Document this on the ELP Test Coordinator's inventory form. Use test materials from the district overage for schools that did not receive sufficient materials before ordering additional materials. However, Pre-ID labels are school and student specific so these cannot be sent to other schools or ordered with additional material requests.

## Return of Test Materials to MetriTech

Carefully review the *Test Administration Manual* found in your packet or at WIDA's website: <http://www.wida.us/assessment/ACCESS/>. Read the *Test Material Handling Instructions* prior to the start of

the testing window. If any test material discrepancies are discovered and cannot be resolved through MetriTech, the ELP Test Coordinator must contact EED's ELP Assessment Program Manager directly at 907-465-8432.

The ELP Test Coordinator must return materials to MetriTech on or before the date specified on the *ELP Test Coordinator's Timeline*. If the assessments are ready early, call the 800 number on the return label and arrange for an early pickup and return. If you do not have completed documents from all schools in your district by the pickup deadline, do not wait to ship to MetriTech. Return all available completed documents for scoring on or before the deadline. Call EED to discuss any late shipments.

### Invalid Tests

Students who mark multiple or random responses to test items, cheat on the test, or otherwise breach test security, or are tested out of grade level should have their tests invalidated. This is not an inclusive list. Please contact EED for guidance if you have a question about invalidating a test at 907-465-8432. Invalidated tests will not be scored and the student will not be included as a participant for the domain that is invalidated. To be scored as invalid, a test book/answer booklet should be marked appropriately on the demographic page in the "Do Not Score This Section for This Student" section. Bubble in the *Invalid* box for the appropriate domain.

Invalid books should be returned with the "Do Not Score" Header Sheet along with completed documents that are to be scored. Test administrators should check with the ELP Test Coordinator prior to invalidating any test book/answer booklet.

### Accommodations for LEP Students with Disabilities for the ACCESS for ELLs Assessment

LEP students with disabilities may use appropriate accommodations when taking the ACCESS for ELLs and other statewide assessments. The IEP or 504 team should select appropriate accommodations based on the student's needs, and must provide documentation and the rationale for the accommodations on the IEP or 504 plan. The *WIDA Test Administration Manual* should be referenced for approved accommodations at <http://www.eed.state.ak.us/tls/assessment/elp.html>. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are included in the student's classroom instruction and assessment. Always refer to the test administrator's manual prior to testing; some accommodations may render a test invalid. It is the district's responsibility to provide the needed accommodations documented in a student's IEP or 504 Plan.

### Large Print

If using a large-print test booklet, transcribe all student responses, including writing responses, from the large-print test booklet to a regular-size scannable response document. Have another district/school staff member verify the answers were recorded correctly.

- Place the student Pre-ID label on the front of the regular-size scannable response document. If a Pre-ID label is not available, bubble all student demographic information on the answer document. (See goldenrod sheet for details.)
- Place the transcribed regular-size scannable response document behind the appropriate School Header Sheet to be returned with the other completed documents in the scannable-materials box for scoring.

## Scoring and Reporting ACCESS for ELLs & Alternate ACCESS

All districts in Alaska will return the completed ACCESS for ELLs tests and all testing materials to MetriTech for scoring and reporting. (The Speaking portion and all kindergarten domains are scored during the test administration). Once all scoring has been completed, MetriTech will create score reports for each student and for schools and districts. The reports will be provided in hard copy for districts to copy and distribute to parents and teachers. The expected timeline for districts to receive score reports is June. Districts will also be able to download the ELP student data file from the MetriTech website for one year. The district may order a CD of the data file, free of charge, before the reports are printed.

The Kindergarten test and grades 1 – 12 Speaking test are scored locally by the test administrator. Grades 1 – 12 Listening, Reading and Writing are scored by WIDA's partner, MetriTech, not by the test administrator. ACCESS for ELLs scores are reported in three ways, as raw scores, scale scores and English language proficiency (ELP) levels. Scores can be used to monitor student progress on an annual basis, establish when ELLs have attained English language proficiency, inform classroom instruction and assessment, and aid in programmatic decision-making.

For details on score reports for the, consult the *ACCESS for ELLs Interpretive Guide for Score Reports* at WIDA's website at: <http://wida.us/assessment/ACCESS/#scores>.

For details on score reports for the, consult the *ACCESS for ELLs Interpretive Guide for Score Reports* at WIDA's website at: <http://wida.us/assessment/alternateaccess.aspx>.

## Exiting LEP Status

Beginning with the spring 2012 annual assessment of English language proficiency, in order to be considered proficient and to be exited (removed) from LEP status, an LEP student must have met the following criteria: As a result of testing on ACCESS for ELLs (*on Tier B or Tier C for a student in grades 1-12, no tier designation for kindergarten*) a student has:

- (1) a composite score of 5.0 or higher; and
- (2) a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.

After meeting the exit criteria, a former LEP student will be in monitoring status for two years. Students in monitoring status do not take the ACCESS for ELLs.

Note: Students taking the Alternate ACCESS cannot exit LEP status.

## Monitoring Former LEP Students (M1 & M2)

Former LEP students in monitoring status (codes M1 and M2) are those who have met the proficiency criteria to be exited from LEP status and program services. *Former LEP students should not take the annual ELP Assessment.* The academic progress of these former LEP students should be monitored for two years using the state content-based assessments in reading, writing and math (for students in grades 3-10) as well as district-determined local criteria. Students in grades K, 1, 2, 11, and 12 will be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. An LEP student who met the exit criteria in the prior school year should be coded as M1, a former LEP student, on both the Fall OASIS Data Collection and the Summer OASIS Data Collection for the school year following the year that the student met the exit criteria and was coded LT. (See question 24 for use of codes for LEP students.)



## ELL Program and the Plan of Service for LEP Students

Each school district that enrolls limited English proficient (LEP) students is responsible under federal law (Office of Civil Rights legislation and Title I of the ESEA) for taking appropriate steps to develop the students' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight LEP students shall file a Plan of Service for Limited English Proficient Students. (See Alaska regulation 4 AAC 34.055.) Forms for the Plan of Service may be obtained at <http://www.eed.state.ak.us/forms/Bilingual/05-08-035.doc>. For districts that receive Title III funding, the Plan of Service for LEP students must meet the criteria required under Title III and will be considered as part of the ESEA Consolidated Federal Programs Application for Title III-A.

## Reporting Data on LEP Students

Districts must report the LEP status (L1, LP, LT, M1, or M2) of each current or former LEP student on the Participation Rate file for the state Standards Based Assessments (SBAs) and in the Fall OASIS and Summer OASIS Student Level Data Collections. In addition, in the Summer OASIS data collection, districts must report the native language of identified LEP students (the primary, first or home language or language of influence that is not English), and whether or not former LEP students in grades K, 1, 2, 11, and 12 are meeting academic progress goals for two years after exiting LEP status. The department will track the results of content assessments for those former LEP students in monitoring status in grades 3-10. The ELP test contractor will report to the district and to EED the ELP test proficiency scores. EED will match the student data with the test data in order to determine the number of LEP students in the state, to report on their progress to the US Department of Education, and to determine if the Title III districts have met the Alaska Title III Annual Measurable Achievement Objectives (AMAOs). See the Appendix for LEP student data codes.



## Coming in Spring 2016 ACCESS for ELLs 2.0

The spring of 2015 will be the last test administration of the paper and pencil ACCESS for ELLs. The current ACCESS will be replaced with ACCESS for ELLs 2.0 in the spring of 2016.

### TIMELINE ACCESS for ELLs

School Year	ACCESS (P/P)	ACCESS 2.0	Training
2013-14	administer	Field Testing	Test administration Data workshop Standards and curriculum workshop
2014-15	administer	Field Testing	<b>Oct. 8-9 Test administration</b> <b>Data workshop</b> <b>November 17-18 Standards &amp; Collaboration</b>
2015-16	discontinued	Operational	TBD

### Purpose of Assessment

The ACCESS for ELLs 2.0 assessment measures students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing as defined by WIDA's English Language Development (ELD) Standards. Student proficiency levels are assigned based on WIDA's six Proficiency Levels, outlined in the Performance Definitions.

ACCESS for ELLs 2.0 will:

- Be administered on the computer, utilizing technology enhanced items.
- Provide students' current levels of English language proficiency.
- Serve as one of the multiple measures used to determine when students are prepared to exit English language support programs.
- Provide teachers with information they can use to enhance instruction and learning in programs.
- Provide districts with information that will help them evaluate the effectiveness of ESL/bilingual programs.

Meet federal requirements, such as Annual Measureable Achievement Objectives 1 and 2, for the monitoring of ELLs' progress toward English language proficiency.

### Which Students are Required to Take this Assessment?

All students who have been identified as Limited English Proficient (LEP) must be administered the state-approved English language proficiency assessment between February 1 and March 31 of each school year. [4 AAC 34.055(c)]

### Assessment Administration Dates:

- 2013-14: ACCESS paper/pencil
  - February 1 –March 31, 2014
- 2014-15: ACCESS paper/pencil
  - February 1 –March 31, 2015
- 2015-16: ACCESS 2.0 computer-based assessment
  - February 1 –March 31, 2015

### Training Information

Training will be available online at WIDA's website in the 'Download Library' at <http://www.wida.us/downloadLibrary.aspx>. Training resources from WIDA include webinars and online training modules for test administrators. ELP Test Coordinators/Lead Coordinators will continue to have district level access to set up training accounts for test administrators or allow them to create their own accounts. ELP Test Coordinators will also have the ability to view scores and training certificates for completion of training. EED will continue to provide in-person training for test administration and program support.

### Technology Requirements

For information about the technology specifications for the ACCESS for ELLs 2.0 assessment, please review the [Technology Requirements for ACCESS for ELLs 2.0 Operational Test](#) document.

The Listening domain will be administered via download from the WIDA website or CD. Students will wear headphones and respond using a computer.

The Speaking domain will require that students wear headphones and speak into a microphone for digital recording.

### Support Available

Assessment and technology support will be provided by WIDA at [help@wida.us](mailto:help@wida.us) or 1-866-276-7735.

Scoring and reporting support will be provided by MetriTech at [mtinfo@metritech.com](mailto:mtinfo@metritech.com) or 1-800-747-4868.

NEW: ACCESS for ELLs 2.0	PREVIOUS: ACCESS for ELLs
<ul style="list-style-type: none"><li>• Test administration is completed online</li><li>• Simultaneous administration of multiple grades and tiers</li><li>• No Kindergarten online assessment available</li><li>• Grade Clusters: 1; 2-3; 4-5; 6-8; 9-12</li><li>• Accessibility features will be available for all students</li><li>• Few accommodations available or needed</li><li>• Scoring occurs at a central location or offsite rating and scoring</li><li>• Faster turn-around times for student test scores</li><li>• Reports will include student scores by standard in addition to previous scores</li></ul> <p><b>For more details on changes to ACCESS for ELLs go to:</b> <a href="http://assets.wceruw.org/assessmentSystem">http://assets.wceruw.org/assessmentSystem</a></p>	<ul style="list-style-type: none"><li>• Test administration completed with pencil and paper</li><li>• Speaking administered individually and scored locally</li><li>• Includes Kindergarten</li><li>• Grade Clusters: K; 1-2; 3-5; 6-8; 9-12</li><li>• No Accessibility Features</li><li>• Use of accommodations requires an IEP or 504 Plan</li><li>• Test booklets sent to vendor for scoring and reporting</li><li>• A minimum 8 week turn-around time for student test scores</li><li>• Reports include proficiency levels and composite score calculations</li></ul>
More Information	
For more information on the development of the ASSETS' Assessment System, go to <a href="http://assets.wceruw.org/assessmentSystem/">http://assets.wceruw.org/assessmentSystem/</a> .	

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<http://education.alaska.gov/tls/assessment/elp.html>